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Electronic Learning Technologies



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HR Skills for Success

SUMMARY

In 2000, the senior leaders of the HR function, the Global Personnel Strategy Group (GPSG), became aware that HR was not optimally aligned with the needs of the business. After surveying senior managers in manufacturing, engineering and sales, the GPSG developed the Global HR Strategic Framework, their roadmap for the transformation of HR. To prepare HR professionals for their evolving role as strong business partners, the GPSG approved an effort to deploy a training initiative entitled "HR Skills for Success" (HRS4S).

HRS4S is an integrated curriculum focused on the development of four key capabilities: Functional Expertise, Business Acumen, Change Management, and Relationships and Partnerships. HRS4S provides learning events in three phases with each phase focused on building additional skill in each of the capabilities. While initially comprised of mostly e-learning courses, the curriculum now comprehends a blended approach to learning. Ninety-eight percent of the company's 2500 HR professionals have completed Phase I. Phases II and III are underway. Upon completion, the HR community will have achieved more than 100,000 hours of e-learning at less than 50% of the cost for a traditional approach.

HRS4S is a global initiative, designed and deployed by a global team, and supported by HR leaders around the world. The success of this initiative is attributable to leadership direction and involvement, thorough communications, empowerment, and continuous evaluation and improvement.

BACKGROUND

HR Skills for Success (HRS4S), an integrated curriculum with a phased approach, was designed and implemented in response to a growing awareness within the organization that the HR function was not optimally aligned with the needs of the business.

Requested by the senior leaders of the company's HR function, the Global Personnel Strategy Group (GPSG), HRS4S focuses on the development of four essential capabilities: (1) Functional Expertise, (2) Business Acumen, (3) Change Management,

and (4) Relationships and Partnerships. The four capabilities were an outgrowth of the “Global HR Strategic Framework,” a document developed by the GPSG that defines the function’s purpose, goals and guiding objectives, and sets forth the three primary strategies of “Talent, Transformation, and Technology.” When the GPSG identified the actions, practices and policies required to accomplish these strategies, it became clear that there existed a need to address the professional and developmental needs of the global HR community. The need for prompt deployment of training that was aligned with the company’s strategies, cost effective and appropriate for a global audience led the GPSG to ultimately seek an “e” solution.

The Global Priorities Council, a team of HR professionals representing each of the company’s four regions and corporate staffs, was empowered by the GPSG to work with the Human Resources – Labor Relations College, one of the company’s 16 functional colleges in its corporate university, to develop and deploy HRS4S. As the global design team began to explore potential solutions, each team member collaborated with both the leaders and members of the HR function in their respective regions to ensure proper content, buy-in, and support for the project from the outset. The collaborative efforts of the team resulted in the design of an integrated curriculum that utilizes a phased approach for the development of the company’s HR professionals.

HRS4S provides learning events in three phases with each subsequent phase focused on building additional skill in each of the capability arenas. While the curriculum was originally comprised of mostly e-learning courses, it now comprehends a blended approach to learning. Phase I was launched in May 2001. It included two events designed to introduce the four essential capabilities and provide a general “leveling up” for all members of the function. HR leaders coached the first event, an interactive RootMap™ exercise, where participants explored the transformation of HR and learned about the need for change. At the conclusion of the exercise, coaches introduced the first e-learning course, “Building HR Capability,” which provided four e-learning modules to introduce the essential capabilities. This course was customized to include comments from senior HR leaders that reinforce the GPSG’s key messages for the function, and links that provide easy access to relevant internal websites, documents and tools.

Phase II was introduced in August 2001 and includes five additional e-learning courses that build on the concepts introduced in the foundational course, and provide additional knowledge and skill development in each of the four capabilities. These courses also include introductory and summarizing comments from HR leaders.

Phase III, “The Consultative Approach,” was launched in September 2002. This course is intended to develop mastery in consulting and change management in a targeted group of HR professionals and utilizes e-learning, action learning projects, global collaboration among participants and senior leadership involvement.

Because of its strong commitment to the professional growth and development of the company's HR professionals, the GPSG made it a requirement for all of its 2500 HR professionals to complete Phase I in 2001. In 2002, all HR professionals were required to complete three of the five Phase II e-learning courses. Completion of the remaining two courses is required for 2003. Employees who are new to the function are required to complete Phase I within six months, and then complete the Phase II requirement. Ninety-eight percent of the target audience, representing 31 countries, has completed Phase I, and there have been more than 8400 enrollments in Phase II courses to date. A total of 60 targeted participants have participated in Phase III. Upon completion of these requirements, the HR community will have achieved more than 100,000 hours of e-learning.

Inasmuch as HRS4S is perceived by the function as an ongoing, global professional development program, the Global Priorities Council will continue to seek and deploy new learning events for the foreseeable future. While the cost of this initiative cannot be disclosed due to the company's contract with its e-learning supplier, actual total costs to design, develop and deploy the HRS4S curriculum are 50% of the cost of traditional classroom delivery.

A variety of resources have been committed to the identification of the need for HRS4S and the successful design, development, deployment and ongoing support. The Global Personnel Strategy Group, which identified the need for HRS4S, is comprised of the function's 12 senior leaders. The Global Priorities Council and the College, the global team responsible for the design, delivery and ongoing evaluation of HRS4S, includes 13 HR professionals. A total of 190 HR leaders have taken an active role in shaping, coaching, and supporting HRS4S.

HRS4S adds to the state of the art of sound learning. It delivers a curriculum that aligns with the vision and strategy of the function and is strictly focused on building the capabilities essential for HR's role as a strong business partner. HRS4S is a global initiative, designed and deployed by a global team, and supported by HR leaders around the world. HRS4S utilizes a blended approach to learning by providing a combination of interactive exercises, e-learning, facilitated discussions, leadership involvement, and action learning projects. What sets this practice apart from other practices are the leadership direction and involvement, thorough communications, engagement of HR professionals in development, and continuous evaluation and improvement.

DOCUMENTATION

Needs Identification

- 1. Describe the problem or need for which this practice is designed and implemented. How was this problem identified, and how was it determined that this practice is an appropriate response?*

The HR Skills for Success (HRS4S) curriculum was designed and implemented in response to a growing awareness that the HR function was not optimally aligned with the needs of the business. It was felt that HR professionals were too transaction focused and, as a group, lacked a common understanding of the need to be strong business partners with a more strategic focus and approach. There was no existing global professional development program for HR, and HR employees were not certain about how to build the capabilities needed to perform their jobs.

Given these circumstances, the GPSG developed the “Global HR Strategic Framework.” This document defined the function’s purpose, vision and guiding objectives, and set forth the three primary strategies of “Talent, Transformation, and Technology.” When the GPSG identified the actions, practices and policies required to accomplish these strategies, it became clear that the skills of its HR professionals needed enhancement in four specific capability arenas: (1) Functional Expertise, (2) Business Acumen, (3) Change Management, and (4) Relationships and Partnerships.

The GPSG selected and empowered the Global Priorities Council, a global team of highly respected subject matter experts representing each of the company’s four geographical regions and corporate staffs, to work jointly with the function’s Human Resources –Labor Relations College (College) to design, develop and deploy the desired solution. Each team member also collaborated with both the leaders and members of the HR function in their respective regions to ensure proper content, buy-in, and support for the project from the outset. The collaborative efforts of the team resulted in the design of an integrated curriculum, HRS4S, which utilizes a phased approach for the development of the company’s HR professionals. HRS4S provides learning events in three phases with each phase focused on building additional skill in each of the capability arenas.

HRS4S is an appropriate response to the need for professional development on a global basis because the design comprehends a blended approach to learning and most of the content is delivered utilizing customized e-learning courses that are cost effective, appropriate for a global audience and can be rapidly deployed. These courses are focused on the development of the four essential HR capabilities.

Design Values

- 2. Please describe how this practice takes into account the best interests of both the organization and the employees targeted.*

HRS4S is in the best interest of the organization because it provides learning events designed to transform the HR function. All of the company's 2500 HR professionals are required to take "Building HR Capability," "Leveraging Your Leadership Style," "Managing Change," "Business Performance," "Strategic Human Resources," and "Managing Multiple Projects," the e-learning courses in Phases I and II, that build and reinforce the skills necessary to be strong business partners.

Phase III develops mastery in consulting and change management in a targeted group of HR professionals. Participants are assigned to cross-regional teams and they are required to identify and implement an action-learning project that addresses a real business initiative. There are nearly 60 projects underway where HR professionals are actively applying the consulting and change management skills learned in the course to effectively impact the business. Cross-regional teamwork has resulted in the development of a strong, professional global network.

Another important interest to the organization is the fact that HRS4S is exceptionally cost effective. The practice was initially envisioned as a series of learning events that would be deployed through traditional instructor-led, classroom methodology. The initial estimate to develop and deploy this initiative, including employee travel, was significant. In reviewing alternative deployment options, e-learning presented itself as a possibility. E-learning completely eliminated the need for employee and/or instructor travel, eliminated any cost associated with facility usage, and significantly reduced the actual delivery costs of the courses. In the final analysis, actual total costs to develop and deploy HRS4S were less than 50% of the original estimated cost of traditional classroom delivery.

HRS4S takes into account the best interest of the company's HR professionals, because it provides a curriculum designed to prepare them for their emerging role as strong business partners. Every member of the function is required to complete Phase I and Phase II of the curriculum. In only 9-1/2 months, 98% of the company's global HR professionals completed the first e-learning course "Building HR Capability," in which they received a common, consistent message about their role from their leadership. They understand the direction in which the function is headed and the capabilities required to perform effectively in their new role. They are also more technologically proficient and are more comfortable taking e-courses. Participants have not been required to travel, and have been able to participate in training when it is most convenient for them.

There has been real progress toward the development of a "learning organization" as evidenced by participants sharing their e-learning and discussing the applicability of

course content to their daily work, a practice which takes into account the best interests of both the organization and the employees.

Alignment

3. *How is this practice in alignment with the performance identified, as described in your answer to question 1?*

HRS4S was developed to address the professional and developmental needs of the global HR community. It provides an integrated curriculum with a phased approach for the development of the company's HR professionals, which aligns with the function's three primary strategies of "Talent, Transformation, and Technology." The curriculum provided in HRS4S is focused on the development of the "talent" and skills of HR's own community. Learning events included in the curriculum enhance capability in the four essential areas of (1) Functional Expertise, (2) Business Acumen, (3) Change Management, and (4) Relationships and Partnerships, and prepare HR professionals for their "transformation" to the role of strong business partners. E-learning courses familiarize participants with desktop "technology" and enhance their personal computer skills.

To align the function, and to ensure the delivery of a consistent message with clearly defined expectations, HR leaders have been actively involved in the development and deployment of each phase of HRS4S. HR leaders coached the first event in Phase I, an interactive RootMap™ exercise where participants explored the transformation of HR and learned about the need for change. At the conclusion of the exercise, coaches introduced the first e-learning course, "Building HR Capability," which provided a common understanding of the four essential capabilities.

Phase II courses were introduced in August 2001. Five additional e-learning courses are offered in this phase, which build on the concepts introduced in the foundational course, and provide additional knowledge and skill development in each of the four capability arenas. One of the five courses, introduced in February 2002, is entitled "Strategic Human Resources." This cutting edge course was developed by the London School of Economics and Cardean University in consultation with the Global Priorities Council and the GPSG. It tackles the difficult issue of what it means for an HR professional to act strategically and how to incorporate a strategic approach into one's daily job responsibilities.

Phase III – The Consultative Approach was launched in September 2002. This course is intended to develop mastery in consulting and change management for a targeted group of HR professionals and utilizes e-learning, action learning projects, global collaboration among participants and senior leadership involvement. The action learning projects address a real business initiative and provide participants the opportunity to immediately apply the tools and skills learned in the course.

4. *Please describe how this practice integrates other training, learning, and performance improvement practices, and aligns itself with organizational goals to achieve the desired outcomes.*

HRS4S integrates with other training, learning and performance improvement practices offered or supported by the College. The College offers 35 additional courses that are delivered in the classroom or by distance learning technology that are designed to build functional expertise, improve change management skills, sharpen business acumen, and develop skills in building relationships and partnerships. Also included in the College offerings is an extensive library of brief web-based courses, which have been mapped to the four capabilities.

As a result of HRS4S there have been several collaborative learning events among the company's HR professionals around the world. An HR leader in Latin America cited an example where a group of participants (for whom English is a second language) came together to discuss one of the e-learning courses. One participant, who was proficient in English, led the discussion and clarified the material by interpreting when necessary. With a better understanding of the material, the participants were able to share their opinions and perspectives on important concepts.

"Strategic Human Resources," one of the courses in the curriculum, was reviewed in detail in a meeting of the GPSG. A member of the group summarized each of the modules, followed by a discussion to identify the concepts relevant to the performance of the company's HR professionals. There was considerable discussion about "internal fit" and "external fit" of the company's HR strategies and the need for alignment with the business strategy at all levels of the organization. The key learnings from this discussion were posted on the College website as a resource for all HR professionals, and as a communication tool for HR leaders to engage their teams in an extended discussion on the topic.

The HR-LR Knowledge Network, a discussion board network designed to enhance communication and share best practices within the function, was developed and integrated with HRS4S. All HR professionals have access and can use the network to pose questions to other HR professionals around the world.

Many HR leaders have used their "All People Meetings" to discuss the benefits of the e-learning courses, demonstrate navigation of the courses, and encourage course completion. Some leaders have extended the e-learning by discussing course content and involving participants in group exercises designed to improve and ensure their understanding of key concepts and lead them to application of the concepts.

The action-learning project that is a component of Phase III specifically links to performance improvement. Participants are required to apply the problem-solving approach and the consulting and change management skills learned in the course to a real business initiative. Each participant has a champion who provides guidance, support and feedback during the identification and implementation steps of the project.

Each of these activities is focused on transforming the function and building the capability required for HR professionals to favorably impact business results.

5. *What evidence is there of partnerships within and outside the organization (e.g. with senior management, frontline supervisors, unions, external training suppliers, consortia)?*

The College utilized two external partners in the delivery of HRS4S. The College partnered with Root Learning to design a “learning map” for its HR community. This partnership resulted in a map that provided a pictorial representation of the transformation of the function that was used in the first learning event to set the stage for change.

To develop and deploy the e-learning courses in its HRS4S curriculum, the College partnered with Cardean University, an external training supplier and a global leader in online education. Cardean was selected because of its outstanding learner-centered design, its engaging interactive courses that include instructor feedback, the opportunity for threaded discussion, and their willingness to customize courses to meet client needs. While Cardean was able to provide courses with the requisite content, the College saw a need to modify the courses to include the company perspective on key concepts, messages from its HR leaders, and information targeted specifically for its HR professionals. Cardean’s instructional designers and the College worked jointly to develop creative solutions. Taped messages from senior HR leaders and brief narratives written by the College to enforce key concepts were embedded in the courses without disturbing the original content. Cardean and the College also worked jointly to design a user-friendly, co-branded mini-website that acts as a gateway to Cardean’s Internet site.

HR leaders have partnered to discuss course content, deployment and communication strategies. They have coached the RootMap™ events, jointly led discussions regarding important course concepts, and have partnered to deliver critical messages about HRS4S to the function.

Many of the projects implemented by Phase III participants have involved partnering with first line supervisors, members of senior management and the union. One participant consulted a cross-functional team of Engineering, Purchasing, Design, Marketing and HR employees on a de-proliferation project. Another participant partnered with first-line supervisors and senior managers in an initiative to reduce absenteeism. A third project required the participant to partner with members of senior management and the union to align the resources between different functions to effectively staff a new department.

The development of a global network of HR professionals is an unanticipated outgrowth of Phase III. Without exception, participants acknowledged that working in cross-regional teams was instrumental in building lasting partnerships around the world.

Evaluation Strategy

6. *How is this practice evaluated? What factors are included in your calculations (e.g. time, costs, staff count, lost phone calls, customer satisfaction)? Are the financial costs of this practice calculated? If so, how? How often is this practice evaluated?*

One of the primary methods used to evaluate this practice is customer or end-user satisfaction. To gain early global feedback on the HRS4S initiative, the College formed a virtual focus group that included 24 participants representing each of the four regions and the corporate staffs. Facilitated by the College, the focus group discussed their individual e-learning experience, particularly as it related to course accessibility, technological issues, course content, and navigation.

The Dean of the College meets monthly with the GPSG and North American HR leaders to solicit their feedback and input regarding HRS4S. He periodically travels to other regions to meet with HR leaders to personally request their evaluations and recommendations for the curriculum.

The Global Priorities Council participates in biweekly conference calls facilitated by the College to review feedback from their respective constituents regarding content, delivery, and technological problems.

The College provides a “feedback” link on its website, where participants can pose questions, comments and reactions to the courses. The College administrator responds to this feedback within 24 hours.

To ensure ongoing customer satisfaction, at the conclusion of every e-learning course, each participant receives a congratulatory e-mail jointly signed by the Vice President of Global HR and the Vice President of Labor Relations. Their message reinforces the importance of participant feedback and requests participants to complete the online course evaluation. The response from the participants has been very favorable and consistent over time, with 91% indicating they plan to use the concepts and insights learned in the course, and 80% indicating they would recommend the course to others.

The strategic partner of the College, Cardean University, also plays an instrumental role in the evaluation of HRS4S. When the partnership was established, Cardean identified and staffed a team dedicated to the successful deployment and evaluation of HRS4S.

Cardean takes a number of steps to ensure customer satisfaction. They provide worldwide technical assistance 24x7 by telephone and e-mail, which enables students to seek immediate assistance with enrollment, navigational, or technical problems. To accomplish a high level of customer satisfaction, Cardean has rigorous objectives that include a minimum of 90% problem resolution during the first phone call and a response to at least 90% of all e-mails received within four hours. All complaints and inquiries that come into the customer service center are tracked by user tickets, which are

reviewed on a monthly basis for trends, problems, and recurring issues. In addition to their internal review, Cardean conducts weekly conference calls with the College to review student comments regarding customer service.

Cardean developed a number of reports for internal tracking purposes, and provides these reports to the College. The College receives and reviews an enrollment report on a daily basis and a completion report on a weekly basis. An end-user evaluation report, provided on a monthly basis, summarizes participant responses to the evaluation survey as well as their written comments. Both Cardean and the College closely monitor this report and heavily rely upon student responses that indicate the level of overall satisfaction with the course and the level of satisfaction with the resolution of technical issues.

The costs associated with the development and delivery of the initiative through an e-learning strategy have been calculated taking into consideration employee and/or instructor travel, facility usage, and time away from the job. In the final analysis, actual total costs to develop and deploy HRS4S were less than 50% of the cost of traditional classroom delivery.

Results

7. What specific participant behaviors are observed as a result of this practice, and how do these behaviors contribute to the goals of the practice? Are the impacts of these behaviors short-term or long-term? How do these behaviors differ from the results of previous practices?

As a result of HRS4S, participants are engaged in learning activities that will build capability for the function and support the strategies of “Talent, Transformation and Technology.”

Because of its strong commitment to the professional growth and development of the company’s HR professionals, the GPSG made it a requirement for all HR professionals to complete Phase I in 2001. For 2002, all HR professionals were required to complete three of the five Phase II e-learning courses. Completion of the remaining two courses is required for 2003. Ninety-eight percent of the company’s 2500 HR professionals, representing 31 countries, have completed Phase I of HRS4S, and there have been 4600 enrollments in Phase II courses. Sixty participants have participated in Phase III. Upon completion of the requirement, the HR function will have achieved more than 100,000 hours of e-learning focused on professional development.

There has been solid evidence that HRS4S is transforming HR and steadily improving the development of the essential capabilities: Functional Expertise, Business Acumen, Change Management and Relationships and Partnerships. HR professionals are taking a more strategic approach to their daily activities and are actively involved in leading change initiatives throughout the enterprise. As a result of the Phase III course, HR professionals have implemented nearly 60 projects that demonstrate strategic problem

solving, change management skills, business acumen, and the ability to develop partnerships. In one project the HR professional consulted a cross-functional team of Engineering, Purchasing, Design, Marketing and HR employees on a de-proliferation project. Another participant partnered with first-line supervisors and senior managers in an initiative to reduce absenteeism. A third project required the participant to partner with members of senior management and the union to align the resources between different functions to effectively staff a new department. These projects are still underway, but it is anticipated that they will result in cost savings of more than \$15 million over the next five years.

Prior to the deployment of HRS4S, the company's HR professionals expressed a need to better understand how their careers should progress and what opportunities they should be seeking. As a result of HRS4S, HR leaders have observed that there now exists a common understanding of the goals and objectives of the function. Further, HRS4S has made HR professionals aware of the need for transformation of the function, and it has crystallized the four capabilities essential for HR's new role as a strong business partner.

HR leaders have also reported that their employees have improved personal computer skills as a result of the e-learning courses in HRS4S. Due to the web-based interactive course design, participants' computer navigational skills have been enhanced. As a result of the links to websites, tools and documents embedded in the course, participants have an improved familiarity with information resources on both the Internet and the company's Intranet.

Prior to HRS4S, many HR employees had not visited the College website, the function's internal source of professional training and development opportunities, resources and tools. Because HRS4S enrollment is done through the website, all participants have now visited the College website and are aware of the internal offerings available, links to professional resources, and other valuable information including the Career Path Framework and the Human Resources Professional certification process.

The impacts of these behaviors are both short-term and long-term. While the building of "Talent" is well underway for the function, HR professionals will need to continue to pursue professional growth and development as the needs of the organization continue to change. Although the HR community has been made aware of its new role as a strong business partner, the "Transformation" will evolve over time as HR professionals develop the essential capabilities. Enhanced computer skills have caused employees to be more comfortable with "Technology" and utilize their personal computers more efficiently in their daily work activity. For the long-term, they have a better understanding of how they can build upon their newly-acquired skills to deliver HR services more effectively and more efficiently.

The essential difference between behaviors associated with HRS4S and previous practices is the level of commitment in which the HRS4S activities are engaged. HRS4S has, and will continue to be, the foundation for HR professional development in

our organization. The obvious commitment and involvement of HR leaders has resulted in almost universal participation. No other previous practice has enjoyed such widespread acceptance.

8. What was the impact of the practice on your organization? Are the impacts of these behaviors short-term or long-term?

The most obvious short-term impact of HRS4S on the organization is that there is now an ongoing, global professional development program in place for the company's HR professionals. Since the practice was launched in 2001, six additional courses have been added to the curriculum, and the Company's 2500 HR professionals are on track to complete over 100,000 hours of training by year-end. HR professionals understand the purpose of "HR Skills for Success," and look to the College for new and more challenging learning events as their role continues to evolve.

Additionally, HR professionals now have a common understanding of capabilities needed to become strong business partners with a more strategic focus and approach. As a result of the Phase III course, HR professionals have implemented nearly 60 projects that demonstrate strategic problem solving, change management skills, business acumen, and ability to develop partnerships, and will significantly impact the business.

They have become aware of the benefits of e-learning to the company and to the participant, and they have begun to embrace e-learning as a way to acquire new skills. HR professionals have observed its leadership take an active role in the development of the function and lead the way by completing course requirements early.

The deployment of HRS4S has significantly impacted the role taken by HR leadership in the professional development and transformation of its function. Beginning with the GPSC's vision and request for new training to prepare members of its own community for their changing role, HR leaders have been actively involved at every step. They played visible roles in every HRS4S event, and have been instrumental in pushing e-learning strategies. They have also taken an active role in communicating their support and encouraging participation in HRS4S.

For the long term, implementation of HRS4S will greatly enhance the ability of the organization to successfully compete in the global marketplace. HR impacts our most important asset – our people. HR professionals, through improved professional development and application, will be more strategic in their approach to optimizing people. In doing so, the organization becomes more capable of meeting its goals and objectives. This leveraging impact has tremendous potential.

Shared Learning

9. What have been some of the specific lessons learned from designing and implementing this practice for the purposes of continuous internal improvement?

Please discuss whether and how this practice might be transferred and replicated both internally and external to your organization.

The early buy-in and support of leadership is critical to the successful implementation of a new initiative. Leaders were asked to take an active role in the design of HRS4S and to participate in decisions that ultimately shaped the practice. As a result of the shared ownership, leaders were able to credibly endorse the HRS4S curriculum to the members of their team. Expectations were clearly communicated to the organization.

A strategic, multi-faceted, and ongoing communications plan was essential to ensure an understanding of the new practice and to encourage continued participation.

Components of the communications plan included the following:

- Voice mail messages from the Vice President of Global HR to senior HR leaders around the world seeking support for e-learning as an effective and convenient learning method.
- Messages from regional HR leaders describing their personal e-learning experience posted on global and regional web sites.
- Electronic postcards periodically e-mailed to all HR professionals from the College.
- A College "Update" e-mailed to members of the function reporting the number of enrollments, participant evaluations, testimonials and course descriptions.
- The e-learning web site where employees can easily access enrollment tips, participation requirements, FAQ's, course descriptions, communication tools, participant testimonials, and initiate the enrollment process.

Participants in Phase III engage in global and cross-regional work teams to share learnings and discuss their experiences. Participants are also required to share their learnings and experiences with their respective GPSG member and submit a report to the College with their suggestions for future course design and content. The reports are summarized by the College and presented to the GPSG.

In a broader sense, HR professionals are beginning to appreciate as never before the significant role of their function in the organization. Being a strong partner carries with it major responsibilities, but it also provides numerous opportunities for self-fulfillment. Perhaps this is its greatest reward.

Any organization can learn from the successful implementation of this practice. The keys are leadership direction and involvement, thorough communications, empowerment and continuous evaluation and improvement.

Contact

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